

# Exceptional People, Innovative Practices

*We know people are our strength. In fact, attracting, training, supporting, and rewarding our youth, volunteers, and employees is our most important investment. We want people to flourish, to have a chance to change their lives because of 4-H.*

## **Goal 1:**

**Extension and 4-H will recruit, hire and retain top-notch people who have a heart for working with youth and an enduring commitment to youth development.**

## **Goal 2:**

**4-H will design volunteer management systems that attract, retain and energize youth and adult volunteers with a progressive and enduring commitment to youth.**

*California*

## **Empowering 4-H Leaders Through Middle Management In Three California Counties**

### **Situation:**

Numerous 4-H Youth Development Advisors (YDAs) feel that they need to spend a large percentage of their time “managing” the 4-H club or standard program, which leaves little time for more fulfilling academic and applied research work. This project is an important component in the transition of the 4-H YD Program to a dynamic program, which has its strengths in its issue-focused and applied research approach to youth and community development, as well as in its nonformal experiential club program.

The empowerment of 4-H leaders to take more responsibility for segments of both the program development and management aspects of the standard 4-H club program has been an ongoing goal of the San Luis Obispo (SLO) County 4-H YDA. Since the SLO County Program transitioned to a “middle management” approach in the 1980’s, the 4-H Management Board (MB) and the 4-H Program Development Board (PDB) have functioned smoothly and performed well, and have contributed greatly to a strong, dynamic youth development program which is issue-focused and research-based. The two components of this project included reviewing and fine-tuning the operational structure in SLO County, and assisting two other California counties to transition to a “middle management” approach.

### **Program Description:**

For the SLO County portion of the project, the SLO County 4-H YDA worked closely with both the 4-H MB and the 4-H PDB, as entities, as well as working individually with Management Board Directors and Program Development Board Key Leaders. He met four times a year with each board and discussed such areas as program planning and development, educational goals and objectives for projects and events/activities, affirmative action, evaluation of countywide events/activities, trainings, and program goals. In between meetings of the boards, he met individually with the “middle managers” to further discuss, in depth, the subjects or concepts raised during the board meetings.

For the Yolo County portion of the project, the two 4-H YDAs worked closely over a period of approximately 18 months, sharing information via phone and meetings on restructuring and redeveloping the 4-H Program. During this time, the SLO County 4-H YDA also presented to a group of 4-H volunteers in Yolo County early in the process, and then to a larger group, called the Yolo County 4-H Task Force. The SLO County 4-H YDA then provided feedback and input to the Yolo County 4-H YDA and the task force over a period of approximately six months, either at task force meetings or via phone consultations. For the San Joaquin County portion of the project, the SLO County 4-H YDA supplied the San Joaquin 4-H YDA with a packet of information, discussed ideas and the components of the package several times, and presented to the San Joaquin County 4-H Vision Committee.

### **Stakeholder Satisfaction:**

For the SLO County portion of the project:

Efforts with Key Leaders and Management Board Directors have impacted the members and families in the program by providing a high quality and dynamic program, which focuses on life skill development in all program areas and levels. In 2001, the program experienced a 90% retention rate of first year members and the standard club program grew by 66 members, to a total of 1412, which represented the fourth largest 4-H standard club program in California. These are indications of a high quality program which people want to be a part of. Also, the recruitment of a Community Service/Civic Engagement Key Leader has dramatically increased the emphasis on community service at the county, club and project levels. During the last two months of 2001, the 4-H program was featured three times on local TV for its community service efforts. This helps to change perceptions about 4-H in a very positive way, both with individuals in the program and the general public.

For the Yolo and San Joaquin Counties portion of the project:

Approximately 120 people in two counties (Yolo and San Joaquin) heard and participated in presentations on restructuring and redeveloping the 4-H program through volunteer leader empowerment and defining roles and responsibilities.

### **Accomplishments and Impacts:**

For the SLO County portion of the project :

- The Key Leaders and Management Board Directors currently in the program are united in the focus on a dynamic, positive youth development program based on research-based principles.
- All 4-H program areas are focusing on life skill development as a result of the work with the Program Development Board.
- 4-H Community Leaders and Project Leaders receive regular training.
- The “middle-management” approach allows the 4-H YDA to perform other academic work while still maintaining involvement with and educational influence on the club program.

Both Yolo and San Joaquin Counties are transitioning to a “middle management” approach with the standard 4-H club program. San Joaquin County has officially made the transition and will be refining and strengthening the structure during 2002. Yolo County has incorporated numerous aspects of a “middle-management” structure into its 4-H program allowing for improved program development and management. The Yolo County 4-H YDA and various members from the original Yolo County Task Force are continuing to work on further changes and redefinition of both staff and volunteer roles. The impacts are more effective program

development, enlisting the support and services of more adult and teen volunteers, having the 4-H volunteer experience be a more rewarding one, and, very importantly, having a program which can more effectively meet the changing needs of youth, families, and communities.

**Resource Commitment:**

Approximately .10 FTE was allocated to this project.

**Collaborators:**

Ann Brosnahan, 4-HYD Advisor, San Joaquin Co.; Rebecca Carver, 4-HYD Advisor, Yolo Co.; SLO Co. 4-H Management and Program Development Boards

**Contact Person(s):**

Richard P. Enfield, 4-H Youth Development Advisor, UCCE , 2156 Sierra Way, Suite C, San Luis Obispo, CA 93401

Phone: 805-781-5943 Fax: 805-781-4316 E-mail: [rpenfield@ucdavis.edu](mailto:rpenfield@ucdavis.edu)

**Base Program:**

4-H Youth Development

---

*Iowa*

## **Governor's AmeriCorps After-School Initiative**

**Situation:**

Year-round out-of-school time programming for middle school students, ages 10 – 14, is limited across the state of Iowa. The need for out-of-school time programming for middle school students is highlighted by the fact that Iowa middle school youth without adult supervision after school hours and during the summer has increased steadily over the past ten years; research indicates that juvenile crime incidents are most prevalent from 3:00 – 6:00 PM each school day; and national research indicates that 73% of youth state they do not have adults in their lives who model positive and responsible behavior, 80% do not perceive that communities value youth, 50% do not engage in community service events one or more hours per week, and 55% of youth reported they do not spend one or more hours on homework each day.

**Program Description:**

With administrative leadership from Iowa 4-H Youth Development, twenty full-time and twenty half-time AmeriCorps members serve in twelve statewide school districts developing and strengthening year-round out-of-school time programming at thirteen project sites for at-risk middle school students. AmeriCorps members and community volunteers assist youth in completing homework assignments and provide one-to-one tutoring in academic areas such as math, reading, and science. AmeriCorps members also recruit adult volunteers to develop positive and nurturing mentor-mentee relationships with youth. Additionally, members and community volunteers assist youth in developing student-identified community service learning events. In partnership with secular and faith-based community entities, AmeriCorps members develop educational enrichment activities and community advisory boards to strengthen and

sustain out-of-school time programming. AmeriCorps members also engage in Iowa 4-H Youth Development professional training to strengthen their skills in youth development principles and practices and implementation strategies for quality out-of-school time programming.

**Stakeholder Satisfaction:**

Year-round programming is implemented and evaluated by one Program Director (1 FTE), 13 site coordinators (6.5 FTE), and a maximum of 20 full-time and 20 half-time AmeriCorps members (30 FTE). Year-round student enrollment at each project site ranges from 10 to 130 students per day, Monday through Friday. Each out-of-school time program emphasizes tutoring, service learning, positive adult-youth mentor-mentee relationships, community-based experiential enrichment programming, volunteer recruitment, and AmeriCorps professional development training. School district staff, 4-H Youth Development staff, and community youth development partners examine the developmental appropriateness of each project site's programming. State and local level stakeholder satisfaction with the initiative has been overwhelmingly positive due to the cost-effectiveness of the program and the impact data that highlights increases in middle school students' academic performance, increases in students' volunteer service, increases in students' engagement in experiential enrichment programming, increases in students' school attendance, decreases in students' inappropriate behavior, and strengthened community involvement and support of out-of-school time programming.

**Accomplishments and Impacts:**

During the 2001 programming year, impact data indicated that on average, each quarter AmeriCorps members and 93 community volunteers provided 351 middle school students tutoring assistance; 712 middle school students participated in educational enrichment programming; students' homework completion rates increased 38%; students' GPA's increased .33 points; students' school attendance increased 27%; students' problem-based school referrals decreased 42%; 258 middle school students provided 1,634 service learning hours; 48 mentors spent 291 mentor-mentee hours with 49 middle school students; 105 community entities partnered with the AmeriCorps projects to strengthen out-of-school time programming; and 43 members attended state and local level professional development training.

**Resource Commitment:**

During the 2001 – 2002 programming year, the initiative secured \$363,00 in federal funding from the Corporation for National and Community Service and \$150,000 in state match funding from the Iowa Department of Education to support the year-round out-of-school time program.

**Collaborators:**

The initiative is financially and programmatically supported by state level partnerships with Iowa 4-H Youth Development, the Governor's Office on Volunteerism, the Iowa Commission on Volunteer Service, and the Iowa Department of Education. Locally, the initiative's thirteen project sites are supported by partnerships with school districts, county Extension offices, and secular and faith-based citizens, citizen associations, and institutions including: banks, businesses, churches, city/town government, colleges, DNR technicians, hospitals, Kiwanis/Lions Clubs, law enforcement agencies, libraries, discount chain stores, neighborhood associations, newspaper and radio stations, nursing homes, restaurants, and youth organizations.

**Contact Person:**

Keli Tallman, Program Director, Iowa State University Extension, 4-H Youth Development,

32 Curtiss Hall, Ames, IA 50011, Phone: 515-294-0688, Fax: 515-294-1047,  
Email: ktallman@iastate.edu

**Base Program Areas to Which this Program Applies:**

4-H Youth Development

Leadership and Volunteer Development

---

*New Jersey*

## **New Jersey 4-H Leader Training Series**

**Situation:**

Effective volunteers are the key to a successful 4-H youth development program. Key components to this success (and the ISOTURE model) are orientation and ongoing training of these volunteers. The success of this training is often dependent on high quality, educational materials targeted for volunteers.

**Program Description:**

This is a progressive approach to volunteer training that attracts, retains, and energizes youth and adult volunteers. The New Jersey 4-H Leader Training Series was first developed in 1990. It is currently in its Third Edition (2001). The purpose of this manual is train 4-H volunteer staff who work directly with youth. It was developed as a result of an expressed need by 4-H volunteers and salaried staff for training materials; the NJ 4-H Long Range Planning Committee recommendation; a statewide interview of volunteers; volunteer review of the contents; and research about working with volunteers with limited experiences and resources.

Contents include: Introduction and 62 two-to-four page information sheets categorized in the following: Introduction to 4-H; Starting Your Own 4-H Club; Enriching the Club Experience; Understanding Youth and Their Needs; Volunteers in 4-H; Did You Know?; an appendix of sample forms; and a glossary of terms.

**Stakeholder Satisfaction:**

Information sheets were developed by professional staff, including county faculty, program associates, and specialists. All were reviewed by peers and volunteers. The entire effort was coordinated the Adult Volunteer Training and Support Committee of the Department of 4-H Youth Development. The NJ 4-H Leader Training Series is provided free-of-charge to any 4-H volunteer. County faculty and staff use the notebook for orientation and on-going training.

**Accomplishments and Impacts:**

Volunteers and paid staff have all commented on the depth and organization of this curriculum. It has been utilized throughout the entire training process. It is used in a notebook format with new volunteers, with new leader training outlines being provided. Individual information sheets are used for specific subject training. For example, the most recent addition, "Character Development in 4-H" is an excellent supplement to volunteer or teen training on the subject.

Several other states have adapted this concept and actual information sheets for use in those states. With each new edition, new information sheets have been developed to continually meet the changing needs of the program.

In addition, as an effort to reach new audiences, key information sheets were translated into Spanish. There are used in the recruitment and orientation process. Most recently, all individual information sheets have been posted on the RCE 4-H website for easier accessibility.

**Resource Commitment:**

NJ 4-H Development Fund grant was used to translate portions into Spanish.

**Collaborators:**

Contributors to the effort include numerous county and state faculty and staff, Rutgers Cooperative Extension Resource Center Services (for desktop publishing)

**Contact Person(s):**

Ginny Powell, Regional 4-H Agent, North and Interim Chair, Dept. of 4-H Youth Develop.  
Martin Hall, Rm 329, 88 Lipman Drive, New Brunswick, NJ 08901  
732-932-5000, ext 596, Fax: 732-932-754, Email: [gpowell@aesop.rutgers.edu](mailto:gpowell@aesop.rutgers.edu)

Betty Ann Smith, County 4-H Agent, RCE of Middlesex County, 390 George St., 8<sup>th</sup> floor, New Brunswick, NJ 08901, Phone: 732-745-3446, Fax: 732-745-3478, Email: [bsmith@aesop.rutgers.edu](mailto:bsmith@aesop.rutgers.edu)

Rita Natale Saathoff, Regional 4-H Agent, South, RCE of Atlantic County, 6260 Old Harding Hwy, Mays Landing, NJ 08330, Phone: 609-625-0056, Fax: 609-625-3646, Email: [natale@aesop.rutgers.edu](mailto:natale@aesop.rutgers.edu)

**Base program areas to which this program applies:**

Leadership & Volunteer Development  
4-H Youth Development

---

*Oregon*

## **Adult Development Matters! A Statewide New Leader Training Program for 4-H Volunteers**

**Situation:**

The obvious emphasis of 4-H youth development programs is on young people. But the success of 4-H programs is highly dependent on a large number of adult volunteers who deliver the 4-H program to youth. Many volunteers serve as 4-H leaders because of their expertise in certain content areas, as well as their desire to make a difference in the life of youth. The enthusiasm and dedication of adult 4-H volunteers is very apparent. In recognition of the important role that adult

volunteers play in 4-H, and in an effort to help ensure that the volunteer's experience as a 4-H leader is positive, an emphasis on quality new leader training programs was implemented in Oregon in 2002. It was hoped that the new leader training programs would result in better leader satisfaction and retention. In addition, the new leader training programs are seen as opportunities to develop skill that volunteers could use in other settings.

### **Program Description:**

All new 4-H leaders are required to attend a new leader training before becoming an official 4-H leader. Because of this, we made a concerted effort in 2002 to gather aggregate data from all sites. County 4-H faculty in Oregon were invited to participate in the multi-site study. At a meeting in the fall of 2001, the learning (short-term) outcomes were reviewed, discussed, and agreed upon and an evaluation tool, data collection method, and standardized reporting form were developed to ensure accurate information that could be easily aggregated. This multi-site evaluation strategy worked extremely well.

An emphasis in the trainings was placed on developing the leader's knowledge about the 4-H program and the relationship of 4-H to the County Extension Service and Oregon State University. In addition, specific skill building outcomes were addressed including how to plan a yearly 4-H club, how to work with children of different ages, different teaching techniques, as well as other specific details such as how to enroll a 4-H club and obtain materials. The goal of the training was that potential new leaders would leave feeling ready to enroll as a 4-H leader and confident in his or her ability to undertake a 4-H club.

### **Stakeholder Satisfaction:**

Fifteen of Oregon's 36 counties agreed to participate in the statewide program. In all, 62 different trainings were held over a total of 160 hours (the average length of the trainings was just over 2.5 hours). In total, 443 new leaders received training. Thirty-four paid Extension Staff, contributing over 330 hours, were involved in planning and conducting the trainings. Paid staff were assisted by 14 volunteers who contributed 31 hours and 2 4-H youth who contributed 4 hours.

A total of 311 volunteers participated in the program evaluation. Over 87% of the participants reported having a good or great deal of knowledge about 4-H after the training. Seventy-nine percent reported feeling prepared to be a 4-H leader.

Over 98% of the participants reported that they were likely to use the information that they learned at the training. The participants also reported rated the training session highly, with over 97% rating the overall instructor's ability as "above average" or "excellent" and 98% rating the instructor's knowledge of the material the same way.

### **Accomplishments and Impacts:**

At the end of each training session evaluation participants were asked to fill out a learning assessment survey. The survey was designed to measure change in self-reported levels of knowledge and skills. These skills included how to plan a 4-H club meeting, how to plan a yearly 4-H program, techniques for teaching, the relationship between 4-H and Oregon State University, and how to participate in the county 4-H program. Participants were asked to complete the survey questions regarding their level of knowledge on a scale of 1-5, both before attending the training and after attending the training. A paired t-test was used to test the significance of the difference in the group mean scores from before the training to after the

training for each item. Mean scores revealed that participants reported a higher score after the training than before for all learning outcomes. Further analysis revealed that the change in self-reported knowledge level was statistically significant for all learning outcomes. These results indicate that the learning outcomes for training were met. A follow-up survey is planned for later this year to assess how this learning was turned into action as a 4-H leader.

**Resource Commitment:**

The resources for each training session were provided solely through the County Extension offices. In addition to the paid Extension staff FTE, county office supplied support for material preparation, meeting and training space, training materials, and data collection. The state 4-H office provided data analysis and report preparation.

**Collaborators:**

The statewide evaluation of new leader training programs was possible through the collaborative efforts of 15 Oregon counties and the state 4-H office. The ability to plan and conduct the new leader trainings and ensure uniform, measurable outcomes was dependent on the high degree of collaboration and commitment from 4-H staff at both state and county levels, as well as the 443 volunteers who received training.

**Contact Person:**

Mary E. Arnold, 4-H Youth Development Specialist, Oregon State University, 105 Ballard Hall, Corvallis, OR 97331; Phone: 541-737-1315, Fax: 541-737-1332, Email: [mary.arnold@oregonstate.edu](mailto:mary.arnold@oregonstate.edu)

**Base Programs:**

4-H Youth Development

---

*Texas*

## **Master Volunteer Programs Continue to Grow in Texas!**

**Situation:**

All research concerning agencies of the future leads us to know that expanding the outreach and programming components through all volunteer efforts is essential. In the area of volunteerism, master volunteer programs are at the exemplary level of volunteer development and management. The “master” concept continues to grow in Texas.

**Program Description:**

More than a year ago, the video and handbook, “Master Volunteer Programs-An Orientation for Agents” were distributed across the state. As the result of continued development of new Master programs the video is currently scheduled to be updated. In addition to the video and handbook, county Extension agents also were provided with bimonthly lessons and fact sheets to be used in a “cafeteria style” format to enhance volunteer training. This is collectively called the *Volunteer Management Tool Box* notebook. The target audience covers all areas of the population including rural, suburban and urban audiences. Lessons and Fact Sheet Tips are appropriate for the horticulture, agriculture, family consumer sciences and 4-H & youth development areas.



**Stakeholder Satisfaction:**

Master programs continue to be a priority of Texas Cooperative Extension and volunteers like the prestige and accomplishment it provides to them.

**Accomplishments and Impacts:**

More than 100 low income families have been helped in the Master Home Buyer program to develop a plan for becoming homeowners in the future, the Texas Master Gardening program is the biggest in the country according to a recent survey from California. There are over 6000 volunteers giving more than 225,000 hours of service in 90 counties.

**Resource Commitment:**

External funds to support Texas Cooperative Programs come from private sources, grants and consumer fees.

**Collaborators:**

Collaborators include: Community Health Departments, the Chicago Board of Trade, Texas Fisheries & Wildlife, Public and Private School Educators, Apparel and Home Interior Consultants, Realtors, Chambers of Commerce, Public Housing Personnel, Texas Legislators, Environmental Protection Agency, Solid and Hazard Waste Management Agencies, Local producers, Texas Natural Resource Conservation Commission, Child Care Agencies, Law Enforcement Agencies, Social Service Agencies, Various Military Bases throughout Texas, Retail Sales Personnel, Local Water Districts, Community Family Education Units and local government and elected officials, the Department of Public Safety, Childrens' Protective Services, Real Estate Brokers, Mortgage companies, and Community Developers.

**Contact Person(s):**

Carroll Anne Bonn, Assistant Professor and Extension 4-H and Youth Development Specialist-Volunteer Development, Texas A&M University  
7607 Eastmark Dr. Suite 101, College Station, TX 77843-2473  
Phone: 979-845-5954; Fax: 979-845-6495; E-mail: [c-bonn@tamu.edu](mailto:c-bonn@tamu.edu)

**Base Program:**

4-H Youth Development

---

**Goal 3:**

**Extension and 4-H will invest in its people by providing exceptional learning opportunities.**

*Kentucky*

## **Community Theater Attracts Teenage Actors from Around the County**

**Situation:**

Theater productions always create excitement for a community. They enable all community members to view the work of their youth. The youth often write the play, make the costumes, cast the characters, and direct the production. By putting on productions, the youth are able to prove their responsibility as well as ambition to their peers, siblings, and elders. With hopes of proving their progression into adulthood, the Floyd County 4-H Community Theater for Teens was established.

**Program Description:**

The Floyd County 4-H Community Theater for Teens was established to allow teens across the county to come together and produce a full-length stage production. This year's production was "Our Town," written by Thornton Wilder. The play's production dates were May 9<sup>th</sup> and 10<sup>th</sup>, 2002, at the Mountain Art Center in Eastern Kentucky. Participants created the set's design and costumes, oversaw the lighting, and worked as makeup artists. Workshops such as, acting, make-up, lighting/sound, and careers on (and behind) the stage, were held through the entire preparation period.

**Stakeholder Satisfaction:**

This year's production consisted of a three-act play. It involved teens from seven different schools within the county. Over 200 people attended the performances, which were free of charge. Community members donated over \$150 to the program.

**Accomplishments and Impacts:**

Twenty teenagers worked on the production of "Our Town." One teenager was asked to sing for other public performances and another performer was hired at a local radio station. This was the first "American classic" production for these youth, so they learned a tremendous amount about the inside preparation of a play. The production had a positive impact on its crew as well as its audience. Audience members congratulated the performers following the play each night. Many audience members were even reminded of their own youth experiences in stage production as a result of this play. Another production is set for the spring of 2003.

**Collaborators:**

University of Kentucky Cooperative Extension Service, Floyd County 4-H Council, Floyd County 4-H Teen Council, The Acting Troupe, Prestonsburg Elementary School Faculty and Staff, Floyd County Schools, and Roger Brown Lighting.

**Contact Person:**

Charles E. Stamper, Youth Development Agent. 921 South Lake Drive, Prestonsburg, KY 71653. Phone: 606-886-2668, Fax: 606-886-1458, E-mail: cstamper@uky.edu

**Base Program Areas to which this Program Applies:**

4-H Youth Development

Community Resources and Economic Development

---

*Maryland*

## **A Taste of 4-H**

**Situation:**

The youth involved in the Talbot County 4-H program have traditionally chosen their projects based on personal interest and the appeal of the project workbook. Youth are not always able to complete projects due to the competing demands of free time between 4-H and other activities such as school programs, sports, and other youth organizations. In order to address this situation a series of programs was developed that allowed students exposure to new project areas and a chance to complete the project requirements in an accelerated manner.

**Program Description:**

A survey was sent out to every 4-H family in Talbot County to see in which project areas the youth and their parents would like to have workshops offered. Although survey respondents chose a wide variety of subjects, the following six workshops were offered based on the results of the survey: Holiday Crafts, Scrapbooking, Entomology, Small Engines, Babysitting and Gardening.

The county 4-H staff designed each workshop following the criteria developed by the Talbot County 4-H Council. These requirements included offering an educational section, the opportunity to create an exhibit and the time and supplies for the youth to prepare and give a speech or visual presentation. Workshops were advertised in the 4-H newsletter and verbally to every third grade class in the county. Third grade students were targeted during school enrichment because they are of age to join 4-H and their science curriculum focuses on entomology.

Youth/adult partnerships were established in a variety of ways throughout these workshops. The youth participants were able to interact with new volunteers as well as people in the community. The goal of the Holiday Craft workshop was to prepare as many decorations as possible to decorate the local pediatric ward. A Senior 4-Her did all of the planning and communicated with the marketing director and the head nurse in pediatrics. While decorating, any child who was able to come out to the playroom had a story read to them by the 4-Hers. The youth participating in the Scrapbooking workshop received instruction and assistance from two volunteers who attended a regional 4-H workshop on the subject. A new volunteer taught the Small Engines workshop. The youth and parents liked the fact that he was willing to serve as a mentor for anyone taking the small engines project.

**Stakeholder Satisfaction:**

The workshop series began in December 2001 and finished at the end of June 2002. Due to scheduling conflicts with the 4-Hers, the Babysitting workshop and the Gardening workshop

were moved to the fall and winter months. A total of 24 youth participated in the four other workshops offered. Each of these workshops required that the youth get involved in hands-on learning, use teamwork and practice extemporaneous public speaking. The total commitment involved in planning and teaching these programs is as follows: .05 annual faculty FTEs and .05 volunteer FTEs.

**Accomplishments and Impacts:**

Each of the workshops taught several life skills including: teamwork, problem solving, communication skills, concern for others, community service and personal safety. The youth participant was given the framework within each workshop to complete a project area. It was left up to the 4-Her to follow through with continuing education, exhibiting at the Talbot County Fair, and completing a recordbook. All of the participants from the Scrapbooking workshop and the Entomology workshop exhibited at the Fair. Two of the Entomology participants were new to 4-H. Upon their return to the pediatric ward to clean up the festivities, the 4-Hers who participated in the Holiday Craft workshop were pleased to hear that each decoration they had made had been taken home by the children.

The parents of the youth who participated in the Small Engines workshop were thrilled with its results. These children were on the brink of quitting 4-H because they could not find projects that interested them anymore. Now they are able to work with a mentor who can show them how to tune up a lawnmower or even work on making a go-cart run better. The volunteer has promised to do more workshops in the fall and the youth plan on bringing friends with them because his workshop was “cool.”

Overall, allowing the 4-Hers and youth outside of the program to have a “taste” of 4-H was a success.

**Resource Commitment:**

The participants were asked to pay a small fee for supplies for some of the workshops. The Talbot County 4-H Program received The ‘Be A Good Neighbor Environmental Grant’ for a total of \$500 from the local Wal-Mart. A small amount of these funds were used in the Entomology workshop. The supplies for the Small Engine workshop were donated by the volunteer teaching the workshop.

**Collaborators:**

Acme Supermarket, Easton, MD, Easton Memorial Hospital – Pediatric Unit, Talbot County Agricultural Center, Talbot County 4-H Volunteers: Gina Callahan, Laura Heikes, Kevin Hofmann

**Contact Person(s):**

Stacey E. Hofmann, Extension Educator, 4-H Youth Development, University of Maryland Cooperative Extension - Talbot County, PO Box 519, 125 Bay Street, Easton, MD 21601, Phone: (410) 822-1244, E-mail: [sd170@umail.umd.edu](mailto:sd170@umail.umd.edu)

Jessica Conley, 4-H Program Assistant, University of Maryland Cooperative Extension - Talbot County, E-mail: [jc438@umail.umd.edu](mailto:jc438@umail.umd.edu)

**Base program areas to which this program applies:**

*Nebraska*

## **Preparing the Youth Development Professional: Volunteer Leadership Conference**

### **Situation:**

Volunteers are the backbone of Cooperative Extension programs. The engagement of volunteers supporting Cooperative Extension programming is more critical than ever with budget cuts and staff reductions. Researchers (Pettegrew, 1993 and Sargent, 1992) have found that knowledgeable, skillful staff are key in making a volunteer's job positive, thus maximizing efforts given to an organization. Lack of knowledgeable, skillful staff contributed to volunteer resignation. Primary motives for discontinuing volunteer service were being unwanted, feeling unappreciated, lacking helping and disappointment with staff (Culp and Pilat, 1998).

### **Program Description:**

Preparing the Youth Development Professional: Volunteer Leadership Conference was an intensive, 4 day training reaching 55 Nebraska Cooperative Extension and other nonprofit staff. The conference was designed to equip Extension staff with knowledge, skills and attitudes to work effectively and efficiently with volunteers. The Conference offered research-based training in the History of Volunteerism; Trends in Volunteer Development; Organizing a Volunteer Program; Creating Meaningful Volunteer Jobs; Recruiting Volunteers; Screening and Interviewing Volunteers; Orientation and Training; Volunteer-Staff Relations; Supervising Volunteers; Evaluation, Positive Corrective Action, Termination and Retention of Volunteers; Recognition; Risk Management and Measuring Volunteer Program Effectiveness. Following each session, participants put the concepts taught into action during group discussion and reflection.

### **Stakeholder Satisfaction:**

In an evaluation sent to participants five months following the Volunteer Leadership Conference, participants shared the following comments about their satisfaction with the conference experience: "The conference was very intense, but it was packed with very useful information." "It was a very beneficial conference, especially because I was starting my own 4-H club this spring." "I thought the conference was great. I learned a lot about how to work efficiently and effectively with volunteers." "Thank you for . . . sharing the resources, a very helpful topic." "Great conference." "I am aware of ways to make my programs better and will continue to make improvement." "Great work!" "Great conference!" "Great information!" "When I came back to work, I had information that I could use immediately with very little work." "This conference is very valuable to me as an extension assistant." "It was great. I really appreciate these staff development opportunities." "Even though I cannot answer positively to all the questions now, it has made me conscious of things to be aware of or do when working with volunteers."

### **Accomplishments and Impacts:**

On the sample evaluation sent to participants five months following the Volunteer Leadership

Conference. Participants indicated the following:

95% of the respondents have increased their knowledge about volunteer management.

90% of the respondents implemented a volunteer management idea gained. Participants shared: “We have used it (the training) to do a lot of little things differently. One of the major ways is allowing volunteers to conduct our quality assurance trainings.”

90% of the respondents were more aware of volunteer resources. Comments related to volunteer resources included: “The training reminded me that TAXI (Volunteer Curriculum) was sitting on the shelf.” “It helped me process and rediscover information I have had through the years, but got lost in the shuffle (or files). Thanks!”

86% of the respondents developed useful tools to enhance their volunteer program. A participant indicated: “The staff in our district worked to write job descriptions for several volunteer positions and shared them with the rest of the district.”

76% of the respondents increased their supervisory skills as they work with volunteers. Comments related to supervisory skills included: “I discovered that I need to play a more proactive role in volunteer management and expect my volunteers not to know the answers - which means I must stay ahead of their questions by providing information to them.” “I have tried to stay in contact more with the 4-H leaders to help them feel good about their leadership experience and to make sure all the paperwork gets done.”

67% of the respondents applied risk management principles to their program.

67% of the respondents incorporated new ideas in recognizing volunteers. Participants made the following comments related to recognition: “Our county has tried to recognize volunteers in our regular 4-H newsletter for jobs they have done or assisted within recent months.” “Recognized leaders during National Volunteer month with a prepaid phone card.” “It has made me more thoughtful in recognizing volunteers.”

62% of the respondents strengthened staff and volunteer relations within their program. A participant indicated: “I am taking more time to relate to new leaders giving them information as they come in the office.”

57% of the respondents increased the number of volunteers involved in their program. One participant showed a 200% increase in volunteers helping with school enrichment.

57% of the respondents expanded their volunteer program. A couple of participants related the following comments: “Provided leader and officer training to clubs.” “I have developed a new 4-H Leader training.”

48% of the respondents have enhanced the quality of their volunteer program. Participants made the following comments related to program quality: “I’m providing a better volunteer description for each volunteer job.” “Was able to look at what we currently do to help train volunteers, and help strengthen that area.”

33% of the respondents have critically evaluated their volunteer program.

### **Resource Commitment:**

The Nebraska 4-H Foundation provided through the Nebraska 4-H Volunteer Newsletter Fund a

\$10,000 grant to support the training. Over \$5000 was generated in user fees.

**Collaborators:**

Cathy Johnston, Panhandle 4-H Coordinator  
Vickie Greve, Extension 4-H Youth Development Specialist  
Brooke Levey, 4-H Environmental Education Assistant  
Kathy Potthoff, State 4-H Project Coordinator  
Doug Swanson, State CYFAR Coordinator

**Contact Person(s):**

Janet Fox, Extension 4-H Youth Development Specialist, University of Nebraska, 210 Mussehl Hall, Lincoln, NE 68583-0714. **Phone:** 402-472-9582, **Fax:** 402-472-3858, **Email:** [jfox1@unl.edu](mailto:jfox1@unl.edu)

**Base program areas to which this program applies:**

Leadership and Volunteer Development  
4-H Youth Development

---

*New Jersey*

## **4-H Careers and County Government Day**

**Situation:**

4-H Careers and County Government Day has been held since 1991. It has been co-sponsored by the Board of Chosen Freeholders (County Commissioners) and the 4-H Youth Development Program of Rutgers Cooperative Extension of Somerset County, NJ. The purposes have been to provide an opportunity for middle-school students to explore career options, to introduce youth to functions of Somerset County Government, and introduce non-members to the 4-H program.

**Program Description:**

Youth, grades 6-8, “shadow” county employees from many County Divisions, including: Social Services, Office on Aging, Public Information, County Clerk, Graphics, Administrator, Library, Solid Waste Management, Emergency Management, Public Works/Bridges, Finance, Office for the Disabled, Human Services, Police Academy, Cultural & Heritage Commission, Board of Freeholders, Sheriff’s Office, Prosecutor’s Office, and Cooperative Extension. Overall, this program has reached approximately 600 participants from the mostly suburban Somerset County. It has attracted a balance of boys and girls; most of whom were not 4-H club members.

**Stakeholder Satisfaction:**

Nearly all of the participants agreed that they learned more about Somerset County Government, their hosts for the Divisions they visited were helpful, they explored possible career interests, they had fun, and they would recommend 4-H Careers & County Government Day to friends. Some of the most important things youth said they learned were “that there are lots of jobs in the county,” “no matter what job you choose it’s going to be hard and take a lot of work,” and “all

jobs involve working together with others.” The program has become increasingly popular each year, with enrollment growing from about 12 youth in 1991 to 100 youth in 2002.

**Accomplishments and Impacts:**

This program has used end-of-program written evaluation, as well as casual observation, and participation trends to indicate its benefits and impacts. Evaluation has consistently shown that participants rated the day very positively. On a scale of five (Terrible, So-so, Okay, Good, Great), 9 out of 10 participants typically rate it “great” each year. In addition, the 4-H program and County Government both receive lots of positive media attention. This program has since been replicated in other counties and states.

**Resource Commitment:**

The primary investment has been staff time. Extension staff have worked with County government officials to arrange and offer meaningful shadowing experiences requested by the youth participants. The county’s transportation department provided bus transportation for students to and from their schools. The Board of Freeholders sponsors the lunch for youth and participating county officials.

**Collaborators:**

A variety of high-level managers and elected officials from many County government offices volunteer to host youth and let them explore career interests by shadowing county employees and actively participating in Division duties for the day.

**Contact Person(s):**

Keith G. Diem, Ph.D., Extension Specialist in Educational Design, Rutgers, The State University of NJ, 71 Lipman Drive, New Brunswick, NJ 08901-8524, Phone: 732-932-9705, Fax: 732-932-3126, Email: [kdiem@aesop.rutgers.edu](mailto:kdiem@aesop.rutgers.edu)

Lisa Rothenburger, County 4-H Agent, Rutgers Cooperative Extension of Somerset County 310 Milltown Road, Bridgewater, NJ 08807, Phone: 908-526-6644, Fax: 908-704-1821 Email: [rothenburger@aesop.rutgers.edu](mailto:rothenburger@aesop.rutgers.edu)

**Base program area(s) to which program applies:**  
4-H/Youth Development

---

*Ohio*

**Exceptional Learning Opportunities for Livestock Project Members**

**Situation:**

A statewide assessment at the “grass-roots” level acknowledged the need for more education in livestock projects. This assessment also addressed the desire for the Ohio State Jr. Fair (OSJF) Livestock Programs to set an educational “example” for counties to follow. A major review of the educational design of livestock projects, how participants are rewarded and educational materials available was conducted. Many livestock project members are in miscellaneous clubs



and their parents (and many times their advisors) do not have a livestock background. As a result, we've found that clientele need as much subject-matter information as possible-right from the start of the project & we've found that we need to keep the education strong, so we do not have "under-educated yet innocent" clientele in violation of drug residue laws.

### **Program Description:**

We've created Skillathons, an Outstanding Exhibitor Program (OEP), Caps (a set limit on the amount exhibitor's of champion animals may receive and put the amount above the caps into the Youth Reserve Program YRP) for the OSJF- Sale of Champions, and developed new Resource Handbooks and adult training materials to keep livestock projects on a strong educational track so there is a future for 4-H and FFA livestock projects! A "Skillathon" or Livestock Learning Laboratory" is an excellent method of involving 4-H'ers in challenging, learn-by-doing activities designed to help youth develop life and project skills. The Skillathon is designed as a series of subject matter learning stations facilitated by a trained facilitator, where each participant is asked a series of questions or assigned specific tasks within a set of stations. The station's facilitator is to explain the required tasks, provide enthusiastic moral support to the youth and verify scoring. Experiential learning is the focus of the program, with participants asked to "learn by doing" the specific tasks within each station. This hands-on approach provides youth with an educational experience that develops critical thinking and problem-solving skills, is challenging, and is both exciting and enjoyable.

The OEP recognizes youth who excel in the skillathon, showmanship and in the show ring. A composite score of these three events are totaled to determine 10 youth champions for each age 9 through 18 for beef, poultry, sheep and swine. To emphasize age appropriateness youth are only compared to youth of the same age (i.e., there are 10 showmanship and Skillathon age divisions one each for 9 through 18 years of age). The top scoring youth out of the 10 age champions is recognized as the Outstanding Exhibitor! Learning Laboratory Kits for Beef, Dairy Cattle, Dogs, Goat, Horses, Poultry, Rabbits, Sheep & Swine were developed. The kits contain a variety of "hands-on" experiential learning materials that enhance animal husbandry practices in a fun setting. A teaching Video entitled "How To Conduct A Skillathon Using Your Learning Laboratory Kit" was developed for facilitator training and has been used by local county agents to "sell" the educational opportunity with local committees. Handouts entitled "Skillathon Management Tips" and Interviewing Tips For Station Facilitators were developed to address appropriate educational design strategies and to provide facilitators with helpful information on how to make one-on one interaction valuable for both parties.

New Resource Handbooks for Beef, Sheep and Swine were developed to provide 4-H youth, their parents and part-time livestock producers with comprehensive resource materials for each species in a format that is user friendly, practical and technically accurate. These books encompass life-cycle production practices, industry issues, safe environmental practices and quality assurance and are excellent resources for Skillathons and Quiz Bowls

### **Stakeholder Satisfaction:**

OSU Extension 1.35 FTE. Currently more than 70% of Ohio Counties Conduct "Skillathons", ten species-specific Skillathons are conducted annually at the OSJF (1720 youth participated on a voluntary basis and more than 250 adult volunteers were facilitators in 2001), Skillathons are conducted at the All-American Sheep Youth Show (since 1999) the National Swine Registry-Junior National Swine Association events (since 1998) & the North American International Livestock Exposition has officially sanctioned the National 4-H Livestock Skillathon Contest (2000).

**Accomplishments & Impacts:**

Ability to Read and Understand & Feed Tags: In 2001 more than 86% of the Swine Skillathon participants ages 9-18 (257), and more than 85.19% of the Market Lamb Skillathon participants ages 11-18 (201) at the OSJF correctly answered feed tag questions. Identification of Correct Injection Sites: In 2001, 100% of the 9,10,11,14,16 & 17 year olds in the Beef Skillathon accurately indicated the preferred injection locations and > 88% in the remaining age groups. Treatment Records & Medication Withdrawal: In 2001 the 14,15,16, & 18 year olds in the Swine Skillathon scored 81% and above on the "Hold/Sell" Q. A. Station, indicating the ability to accurately complete a treatment record, calculate withdrawal times and correctly read ear notches to correctly identify animals safe for harvest. More than 48 states & Canada have purchased Learning Laboratory Kits, The Skillathon Training Video (more than 900 distributed) received first in the Communications award division from NAE4-HA in 1999 and first from NACAA in 2002. The Resource Handbooks, which already are being used by numerous states, received first in educational package from NAE4-HA in 2002. Since 1995 the OSJF-YRP has distributed \$687,350 to 5497 youth.

**Resource Commitment:**

Annual sponsorship from commodity organizations for Beef (\$250), Sheep (\$250), Swine (\$250) and Poultry (\$3800), ABN Radio and T.V., The Ohio Country Journal (\$300), OSU Extension (\$5000), the OSJF (\$5000), OH 4-H (\$2000) and FFA (\$2000) Foundations, and a grant from 4-H Foundation for \$6000 to develop the Skillathon Video.

**Collaborators:**

Numerous county agents across the state and throughout the nation in both Agriculture and 4-H Youth Development, numerous veterinary and livestock state specialists both in Ohio and several additional states, the Ohio State Fair Livestock Director, The Ohio Dept. of Ag., the Ohio Curriculum Materials Service, FFA and numerous allied industry.

**Contact Person:**

Jodi Black, 4-H Livestock Youth Specialist - Dept. of An.Sc. 2029 Fyffe Road Columbus, OH 43210-1095-Phone (614) 871-7697 Fax (614) 292-1515 [jblack2@columbus.rr.com](mailto:jblack2@columbus.rr.com)

**Base program areas to which this program applies:**

4-H Youth Development, Agriculture, and Leadership & Volunteer Development.

---

*Pennsylvania***Career Exploration****Situation:**

The unemployment rate in Pennsylvania has been rising. In many areas, long-time manufacturing plants are closing. At the same time, opportunities are opening in other fields. Agriculture is Pennsylvania's largest industry, but many youths do not have an understanding of opportunities available.

**Program Description:**

To address the lack of knowledge on agricultural careers, several programs have been offered across the state. In Mercer County, an Agricultural Education Steering Committee, appointed by the Mercer County Agricultural Development Council, is beginning to address issues around the lack of agricultural education programs within this rural county. The committee is focusing efforts on addressing two issues—the need for agriculture appreciation and awareness for all students K through 12, and the need for a high school agricultural program. In York County, an agricultural career night was held with 26 areas represented. Youths were able to concentrate on one or two career areas or explore all the available careers. Youths also took a field trip to explore careers in animal production. In Northwest Pennsylvania, youths from nine counties participated in an intensive agricultural study tour of five days and four nights. The program introduces youth to agricultural careers. The youths were involved in job shadowing, interviews, open discussion, writing essays, and completing job applications.

Many urban, suburban, and rural youths across Pennsylvania also attend workshops on résumé preparation, interview skills, and appropriate career dress. Some have dropped out of school and have limited skills. Others are enrolled in GED programs. Some are no longer allowed to attend public school. Still others are just starting to explore career opportunities as they plan for college or other post high school education. Youths prepare skills inventories and determine how they can build additional skills to place on their résumés through volunteer and other opportunities.

An important component of the program is career assistance training for adults. In Clarion County, 30 4-H volunteers participated in workshops on youth employment, skills assessments, setting goals, and variety of career options available. These volunteers work with 4-H members on career choices, particularly those members working in advanced 4-H project levels.

**Stakeholder Satisfaction:**

Presenters at agricultural career days indicated that they had meaningful conversations with youth about agricultural careers. Classroom presentations and internships opportunities are being explored in several counties. In Mercer County, the community came together to form an Agricultural Education Steering Committee.

**Accomplishments and Impacts:**

In Mercer County, 65 K through 7 teachers developed plans to incorporate agriculture, environment, and ecology into their lesson plans. A plan has been approved to conduct agricultural education through classroom presentations and internship opportunities in cooperation with the Mercer County Career Center. In York County, all of the 42 youth participating in the career night discovered at least three careers they never associated with agriculture. As a result of the agricultural study tour in Clarion County, youth indicated that they gained an understanding of the requirements for college admission and increased their comfort level for job interviews.

Youth participating in the job preparation workshops used computers to do career and job searches. They wrote résumés and cover letters, practiced interviews, and discussed fitting into the workplace and career dress. For many it was the first time that they had begun to think about how they could develop skills so that they were able to turn misfortune into career possibilities.

The 4-H volunteers participating in career counseling workshops gained important skills: 80% (n=30) could identify sources within the area that could provide job shadowing opportunities, 70% indicated an increase in confidence in assisting youth in creating a skills inventory, and 80% could identify at least three areas to assist youth in career awareness and skill development.

**Resource Commitment:**

No outside resources.

**Collaborators:**

Asian Youth Organization, Fort Charles Young Alternative School, school districts, Mercer County Agricultural Development Council

**Contact Persons:**

Patty Anderson, Extension Agent, Penn State Cooperative Extension in Clarion County, CTS Building, 405 Main Street, PO Box 200, Shippensburg, PA 16254. Phone: 814-782-0033, Fax: 814-782-0034, E-mail: [pag2@psu.edu](mailto:pag2@psu.edu); Janet McDougall, Extension Agent, Penn State Cooperative Extension in Mercer County, PO Box 530, 463 North Perry highway, Mercer, PA 16137-0530. Phone: 724-662-3141, Fax: 724-662-1933, E-mail: [jlm14@psu.edu](mailto:jlm14@psu.edu); Linda Spahr, Extension Agent, Penn State Cooperative Extension in York County, 112 Pleasant Acres Road, York, PA 17402-9041. Phone: 717-840-7408, Fax: 717-755-5968, E-mail: [lspahr@psu.edu](mailto:lspahr@psu.edu)

**Base Program:**

4-H Youth Development

---

*Washington*

## **Volunteer Management Certificate Program**

**Situation:**

Volunteerism for Youth Development is one of the five domains of the Professional Research & Knowledge Taxonomy for Youth Development Professionals. In Extension, as in other community organizations with a volunteer workforce, individuals hired to manage volunteers often have limited knowledge and/or skills to do so. In addition, volunteer managers may not have access to or adequate time or funds to participate in the limited number of volunteer management conferences and training offered.

**Program Description:**

The Volunteer Management Certificate Program (VMCP) is a non-credit program delivered through the Internet. It is geared to adult professionals who do not need or want college credit courses, but desire a credible program to enhance their job skills and professional development in volunteer management. It builds basic level competencies in volunteer management, develops confidence in computer skills and offers the capability to network with other volunteer managers. A broad-based market survey involving 336 individuals employed in 248 different organizations was conducted in 74 different communities in Washington, Idaho, and Oregon. Survey results helped determine the initial course content and level of this program.

Interested individuals can visit the program's web site (<http://vmcp.wsu.edu>) to view a self-assessment tool to determine which of the VMCP courses might enhance their professional volunteer management skills. The VMCP provides a tutorial, course pre and post-tests, and opportunity for interaction among the students and instructors through a discussion forum. The curriculum consists of four courses with a total of 20 modules addressing recruiting, training, managing, supervising and recognizing volunteers and evaluating aspects of volunteer programs. The VMCP is self-paced, interactive, practical and fun. Students usually complete a course in two to six months and the total program within 2 years.

### **Stakeholder Satisfaction:**

The VMCP is definitely meeting a need for Extension and other agencies and organizations that employ volunteer managers, as is shared from these graduates:

*"The Volunteer Management Certificate Program of Washington State University took me 'up a notch' professionally! It taught me how to manage my volunteer program more effectively and take a more creative approach toward all aspects of directing a volunteer program—it made me a better manager and leader. My previous experience was helpful, but your curricula has really been the greatest influence on my ability to succeed"—Susan Moscareillo, Ronald McDonald House, Baltimore, MD*

*"The courses had a lot of beneficial applications that are real world, real time. The flexibility of the courses allowed me to fit it into a schedule already overflowing, the feedback from the instructors was thoughtful and thought provoking, and each assignment found its way into my daily work. I highly and without reservation recommend this course to volunteer managers everywhere! It is more than worth the money.—Beth L. Buchanan, Lutheran Social Services, Bemerton, WA*

Graduates often request additional courses at a more advanced level. VMCP instructors have been inspired by this response and currently are developing courses for an Advanced level certificate to be offered January 2003.

### **Accomplishments and Impacts:**

Over 175 individuals have registered as VMCP students with 18 completing all four courses to receive a WSU Certificate in Volunteer Management. Students are from a wide-range of organizations and agencies from 48 states, Canada, Germany, Barbados, Bermuda, Guam, India, Panama and Portugal. Post-tests consistently show that students are gaining valuable knowledge and skill in volunteer management. The impact of VMCP is exponential. Many students manage programs with hundreds of volunteers, who are positively impacted when their work environment is improved. Student comments suggest many ways in which their programs impact volunteers and then the clients or members served by those volunteers.

Two of the VMCP Faculty members (Lauri Sherfey and Jan Hiller) delivered a refereed presentation "Professional Development: Delivered Anytime, Anywhere—Volunteer Management Certificate Program (VMCP) at the International Symposium on Volunteering (ISV 2001) in Geneva, Switzerland, in November 2001.

The VMCP has received the following awards:

- Innovative Programming Award--Non-credit, University Continuing Education Association Region VI & VII, 1999.
- Hall of Champions Excellence Award featured at the “Strengthening Our Connections” Washington State Cooperative Extension Conference, 2000.
- State, Regional and National Association of Extension 4-H Agents Association Communication Educational Technology Award-Adult Category, 2000.

**Resource Commitment:**

\$4000 from the WSU Human Development Department to develop the Volunteer Management Certificate Program. CAPPS invested in-kind course development and administrative services. Student fees have funded promotion and implementation.

**Collaborators:**

Washington State University Department of Human Development, College of Agriculture and Home Economics, Cooperative Extension, Conferences and Professional Programs (CAPPS) and Macduff/Bunt Associates. The Points of Light Foundation, Washington, D.C. is promoting VMCP as a benefit to its members.

**Contact Person:**

Janet H. Hiller, PhD, 4-H Youth Development Specialist, Department of Human Development, Washington State University, P.O. Box 646236, Pullman, WA 99164-6236. Phone 509-335-2884, Fax 509-335-2808, E-mail: [hillerj@wsu.edu](mailto:hillerj@wsu.edu)

**Base Program Areas This Program Applies to:**

4-H Youth Development  
Leadership & Volunteer Development

---

**Goal 4:**

**Extension, 4-H and our land-grant institutions will advance the field of youth development education.**

*New York*

## **Advancing Youth Development (AYD) Partnership**

**Situation:**

The goal of the Advancing Youth Development (AYD) Partnership is to institutionalize the basic principals of positive youth development in New York State agencies and programs serving youth, increase the knowledge and skills of youth workers, and establish the field of youth work as a valued profession.

**Program Description:**

Inter-agency teams (required) from counties get trained in a 2 1/2 day facilitator training, returning to their communities to conduct the full 28-hour AYD youth worker training. There is no charge for the Training of Facilitators (TOF.) Lodging, most meals, and the \$100 curriculum are provided for participants. Each inter-agency team receives a "tool kit" containing a team notebook, support materials and "props". Individuals may attend a TOF, to prepare to join an existing team in their county. Counties may send a second team to a TOF, to expand their local training group. Cornell Cooperative Extension (CCE), or Youth Bureau staffs often serve as Lead Contact for their local training team. A 4-hour "basics" workshop has been written and pilot tested.

**Stakeholder Satisfaction:**

Youth Voice, Adulthood, Youth Developmental Outcomes, Supports-Opportunities-Services, and Youth Worker Competencies. Project Activity (1998-2002):

- 15 facilitator trainings completed - 2 1/2 days each. CEUs awarded from Cornell School of Continuing Education.
- 47 counties have inter-agency teams, with additional individuals participating in TOF's and returning to join existing community teams. There are 447 facilitators on the CCE data base and over 125 agencies, institutions and community based organizations have participated.
- A total of 76 community AYD trainings have been conducted resulting in 1036 community youth workers completing the 28-hour training.

**Accomplishments and Impacts:**

The AYD Partnership has:

- A quarterly "AYD Networker" Newsletter
- An active Listserv, a mechanism for on-site support and technical assistance to local teams
- Two annual Reunions which consist of a small work group which meets regularly
- A larger inter-agency Advisory Committee, which meets once a year for two years.

Publications in process include

- A "Navigational Tool" for the curriculum
- A "Basic Youth Development" training for youth workers using AYD principles
- A research paper looking at the pro's and con's of a credentialing process for youth workers in New York.

Formal post-training evaluation continues to demonstrate strong gains in knowledge, skills and attitudes by facilitators. Local community based training receives equally strong assessment.

**Resource Commitment:**

The AYD Partnership was initiated by Cornell Cooperative Extension (CCE) with the Office of Children and Family Services and Association of NYS Youth Bureaus in 1996. After an initial pilot TOF and follow-up community training, the project formally began in 1998. There is no "lead" agency and each partner has contributed funding, committee work, and oversight. The trainers for each facilitator training are provided by CCE and OCFS and identified as the Partnership's inter-agency training team. Beginning in 1999, OCFS funded the Partnership through CCE but primary decision-making and project leadership continues to be shared on an equal basis with the three partners.

**Collaborators:**

The project is directly tied to the campus CCE 4-H Youth Development Statewide Committee, Youth Bureau Association Training Committee Program advancing the practice of Youth Development Cooperative Extension Program Work Team, Bureau of Training and Workforce Development, OCFS, and the Department of Health Adolescent Project Team-Partners for Children Initiative.

**Contact Persons:**

Stephen Goggin, Department of Human Development Cornell University Cooperative Extension G06 Martha VanRensselaer – Tel: 607-254-5457, or email at [seg12@cornell.edu](mailto:seg12@cornell.edu), or Kay Telfer, CCE of Broome County – 840 Upper Front Street – Binghamton, NY 13905-1500 Tel: 607-772-8953, or email at [kct1@cornell.edu](mailto:kct1@cornell.edu)

**Base program areas to which this program applies:**

4-H Youth Development  
Leadership & Volunteer Development

---